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ABSTRACT

The National Center for Research and Information on Equal Educational Opportunity (NCRIEEO) has as one of its major goals the dissemination of targeted and useful bibliographies selected for their appropriateness to the problems and processes of school desegregation; NCRIEEO desires to bring such materials to the attention of educators actively involved on a day-to-day basis in desegregation programs. The bibliography presented in this issue of the NCRIEEO Newsletter is in two parts. Section one includes documents relevant to the general topic of desegregation. There is no claim of all inclusiveness. They are all, however, viewed as helpful and all are easily available through Educational Resources Information Center (ERIC). Section two, an annotated bibliography on preservice and inservice training is similarly not all inclusive but selective. These are also easily available through ERIC. (Author/JM)

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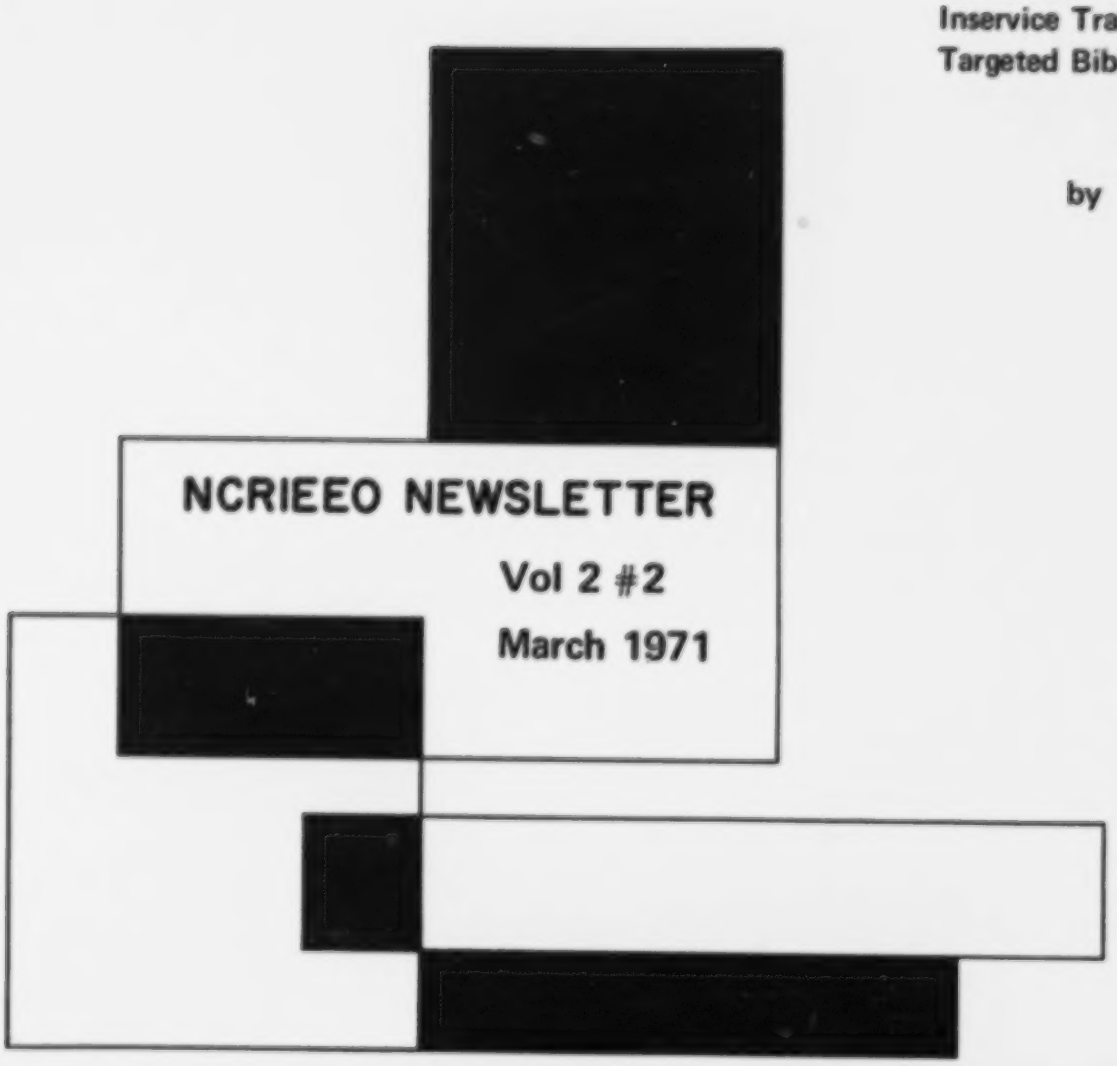
Desegregation, Preservice and Inservice Training: An Annotated Targeted Bibliography

by

Effie M. Bynum



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NCRIEEO

The National Center for Research and Information on Equal Educational Opportunity (NCRIEEO), provides access to an enormous body of reusable experience and usable information contained, often buried, in an infinite variety of documents. Included are many documents readily available, having been published in well advertised and celebrated books, journals, and reports. Many others are much less available and of limited circulation even among those who would find them most useful. Still others are furtive, sometimes "underground" documents, unavailable to the general reader or educator and hard to come by for almost all readers. These speeches, private reports, proposals, program descriptions, status reports, and memoranda contain much information which would be of great value to those concerned with "quality" education and with the prognosis for American public education in general – if they were readily available. The analysis and synthesis of such information on desegregation in public education from all sources is abstracted, indexed, summarized, evaluated, and made easily available through the National Center for Research and Information on Equal Educational Opportunity.

The Center offers to community leaders, practitioners, students and scholars of the educational process, access to the wisdom and insights of an army of practitioners, scholars and advocates who, for decades, have given frustrated attention to racially-based public education problems.

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The National Center for Research and Information on Equal Educational Opportunity (NCRIEEO) has as one of its major goals the dissemination of targeted and useful bibliographies selected for their appropriateness to the problems and processes of school desegregation. NCRIEEO is particularly eager to bring such materials to the attention of educators actively involved on a day-to-day basis in desegregation programs.

The bibliography presented in this issue of EQUAL is in two parts: *Section one* includes documents relevant to the general topic of desegregation. There is no claim of all inclusiveness. They are all, however, viewed as helpful and ALL ARE EASILY AVAILABLE through Educational Resources Information Center (ERIC).

Section two, an annotated bibliography on Preservice and Inservice Training, is similarly not all inclusive but selective. These are also EASILY AVAILABLE through ERIC.

See "Document Availability" for ordering information.

SECTION I

General Bibliography on Desegregation

Ackerman, Donald. *A Study of School Activities Intended to Affect Racial, Economic, or Social Balance.* Final Report, August 18, 1969. Washington, D. C.: Office of Education (DHEW) Bureau of Research. 79 p. ED 041 096

The focus of this study is on the problems and prospects of providing quality education to children of the disadvantaged inner-city school districts, particularly in the face of continued movement of the more affluent families to urban areas. Based on examination of the literature on the many facets of the urban-suburban education problem, on reports and proposals for on-going cooperative urban-suburban programs, and on visits to programs or program officials, the following were the findings that emerged: (1) academic achievement of disadvantaged students exposed to cooperative programs has been significantly high; (2) trouble spots anticipated in these programs (such as behavior problems) did not materialize; and, (3) general opposition to these programs by parents and taxpayers decreased with time. Among the recommendations suggested are: (1) development of a model to bring such cooperative programs to the attention of all citizens; (2) expansion of teacher training programs by schools of education to include appreciation of urban-suburban problems; and, (3) establishment of a national committee on goals for urban-suburban education in order to take care of research on and the funding of such programs.

American Association of School Administrators, *School Racial Policy.* Washington, D.C., 1966. 42 p. ED 023 709

This document focuses on identifying problems of school desegregation, noting the methods being used, and indicating the necessary preconditions within public education for meeting the challenge. Contained are chapters on problems of organization and support for education, various integration methods and compensatory programs, and the steps that every school district can undertake. It is noted that a national commitment to equal opportunity must involve all the other governmental bodies and civic and welfare organizations in addition to school systems.

Bash, James H. and Morris, Thomas J. *Practices and Patterns of Faculty Desegregation: A Guidebook.* Bloomington, Indiana: Phi Delta Kappa, Committee on Education and Human Rights, September 1968. 28 p. ED 020 277

Addressed primarily to school administrators, this booklet is based on research and the experience of southern school superintendents in instituting faculty desegregation. Existing practices as well as a number of specific suggestions are outlined. There is also an annotated selected bibliography.

Beck, Armin and Others. "Strategies for Change: Conditions for School Desegregation." *Phi Delta Kappan,* Vol. 50, No. 5, January 1969.

Berkowitz, Morris I. *Studies of School Desegregation and Achievement: A Summary.* Pittsburgh, Pennsylvania: Commission on Human Relations, May 1967. 20 p. ED 019 373

This review of the literature on the relationship between school desegregation and Negro and other minority-group achievement focuses primarily on social factors affecting school performance. The Coleman and the U.S. Commission on Civil Rights Reports and other detailed studies of desegregated education are summarized. It is concluded that the evidence is overwhelming that in the northern urban areas particularly, more than token school integration results in clear-cut improvement in the achievement of Negroes and improves their social-psychological well-being. There is no evidence in these studies to show that the performance of white students is adversely affected by integration. Also, racial segregation is more important than social class segregation in depressing Negro educational achievement, and Negro children suffer serious harm from racially segregated public education. Several studies question the value of compensatory education programs at their present level of funding. A selected bibliography is included.

Caughey, John and Laree. *School Segregation on Our Doorstep: The Los Angeles Story*. Los Angeles, California: Quail Books, 3044 Riverside Drive, Los Angeles, California, 90039, 1966. 103 p.

This book relates the agitation and pleadings for the reform of de facto segregation in Los Angeles, 1962-1966. Included are presentations made by the American Civil Liberties Union of Southern California to the Los Angeles Board of Education and related agencies.

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Chesler, Mark A. *In Their Own Words; A Student Appraisal of What Happened After School Desegregation.* Atlanta, Georgia: Southern Regional Council, January, 1967. 78 p. ED 023 716

Reported are the comments of 20 teenagers who, living in rural areas, were among the first Negro students to attend previously all-white schools in the Deep South. Analysis of tape recorded conversations shows that these students felt that the most important element in their adjustment to desegregation was the characteristics of their teachers and principals. Relations with white classmates and with their own communities were also mentioned by the students as critical issues. The document includes three transcripts of interview sessions with the Negro students.

Chesler, Mark A. and Others. *Planning Educational Change: Volume II. Human Resources in School Desegregation.* Washington D. C.: Office of Education (DHEW), 1969. 46 p. ED 030 217

This manual is designed to assist school superintendents in planning and implementing complete school desegregation as prescribed by law. Chapters I through VI discuss specific techniques applicable to the following stages of the desegregation planning process: Identification of goals; diagnosing the school situation; development, testing and implementation of a plan or plans; evaluation; and recycling of planned changes. Chapters VII through XI specify methods for the superintendent's use in obtaining support for and involvement in the desegregation program from the following groups: The community at large, municipal and State officials, the board of education, the superintendent's administrative staff, principals, teachers, service personnel, parents, and students. A bibliographic summary of recent literature of special value for desegregation planners is included.

Coffin, Gregory C. *How Evanston, Illinois Integrated All of Its Schools.* November 1967. 16 p. ED 023 740

Discussed are the methods used by Evanston's Board of Education to desegregate the entire school system. In 1964 the Board resolved to eliminate de facto segregation and a citizens' commission was appointed to develop a plan. Aided by computer experts, a redistribution of students was worked out which used the schools more efficiently while conserving some of the neighborhood schools concept. The racial balance of Negroes in any school ranged from 17 to 25%. One-way busing appeared to be a pragmatic, although perhaps unfair, way to desegregate. This device was instituted only after a well-prepared survey revealed that 92% of the Negro parents approved. Although housing patterns determine de facto segregation, nevertheless, the schools have a responsibility to initiate change in their own province. It is also pointed out that protest activity by civil rights groups was an important spur to movement by the Board. As of 1967, all schools are fully integrated physically. Now the community must work toward "psychological integration."

Coles, Robert. *Children of Crisis: A Study of Courage and Fear.* Boston, Massachusetts: Little Brown. 1967. 401 p.

This is a psychological study of attitudes toward desegregation among black and white students, teachers and parents located in the Southern states.

Crain, Robert L. *The Politics of School Desegregation: Comparative Case Studies of Community Structure and Policy-Making.* New York: Doubleday & Company, Inc. 1969. 415 p. ED 031 541

An analysis of the political process by which school systems can be desegregated rests on the premise that school desegregation is a community decision. The process is documented in Part I by studies of eight non-Southern, big city school systems. Part II presents an analysis of school policy-making. Part III is devoted to desegregation in New Orleans, and Part IV describes the community and the civil rights movement in both Northern and Southern cities. The final section discusses the research implications for the future of school desegregation and for other studies of community politics.

Fisher, John H. *Desegregating City Schools.* 1964, Chicago, Illinois: PTA Magazine, 4 p.

A discussion of the underlying principles of policy-making in regard to desegregation.

Gilliard, June V., Comp.; Webb, Harold, Comp. *Improving Human Relations in the Desegregated School.* Raleigh, North Carolina: North Carolina State Dept. of Public Instruction, June 9, 1969. 31 p. ED 010 459

There is an overwhelming need for individual schools and school systems to take immediate steps toward building good intergroup relations

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both prior to and during the initial period of school integration. Inasmuch as positive action by school boards and superintendents at all levels is essential and constitutes the first step in school desegregation, the first section of this study is concerned with their role in building rapport with community residents and school personnel. The second section deals more extensively with the role of the local administrator (principal) in building and maintaining good intergroup relations within the school. Suggested administrative techniques are described for working with professional staff, with the students, and with the community, and these are a composite of the techniques that various schools across the nation have used in establishing effective human relations programs. Every administrator would not necessarily need to employ all the techniques and activities described. The nature of the school concerned and the nature of the community in which it exists will determine which specific techniques would be most desirable.

Laing, James M., Comp. *Alternative Methods, Practices and Concepts for School Desegregation: A Review of the Literature and Annotated Bibliography.* 1969. 134 p. ED 010 213

Weinberg, Meyer, Comp. *The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries.* Chicago, Illinois: Integrated Education Associates, 1970, Section 16, p. 303-325.

SECTION II

Bibliography on Preservice and Inservice Training

Gordon, Edmund W.; Green, Robert L. Conference Proceedings: 1) Research Conference on Racial *Desegregation and Integration in Public Education; 2) Invitational Conference on Social Change and the Role of Behavioral Scientists.* New York, New York: Yeshiva University, Ferkauf Graduate School, 1966. 176 p. ED 021 908

This volume contains the proceedings of two conferences. One conference was concerned primarily with research on racial desegregation and integration in public education, and was highlighted by a paper by Irwin Katz, "Problems and Directions for Research in Public School Desegregation." The second conference focused on social change and the role of behavioral scientists. There are papers by (1) Martin Luther King, Jr., "The Social Activist and Social Change," (2) Lee S. Shulman, "Reconstruction in Education Research," and (3) S.M. Miller, "Economic and Political Prospects of the Poor." Included are summaries of the discussions which followed the various presentations. Additionally, syntheses of group discussions are included in the proceedings of the conference on social change. The proceedings of the research conference were held on September 30, and October 1, 1965, at West Point Farms, Central Valley, New York. The proceedings of the invitational conference were held May 4-6, 1966, at the Dinkler Motor Hotel, Atlanta, Georgia.

Chattanooga Public Schools, Tennessee, *Project For the Inservice Preparation Of Teachers For The Desegregation Of Selected School Faculties Through The Implementation Of Team Teaching.* Technical Progress Report, April 1, 1967 Through June 30, 1967. Washington, D.C.: Office of Education (DHEW), 1967. ED 024 737

The 1967 project for staff desegregation through interracial team teaching, conducted in 16 schools in Chattanooga, Tennessee, used three methods of inservice training: workshops for teachers and principals before the opening of school, planning and evaluation sessions during the school year, and on-the-job training in daily sessions with resource teachers. Information about the project was widely disseminated throughout the area.

Clark College, Atlanta, Georgia. *Institute For Effective Service and Leadership in Desegregation Schools.* November 1967. ED 026 557

Some 40 guidance counselors and teacher-counselors interested in improving their skill and competence in dealing with desegregation problems met for a five-week institute at Clark College in Atlanta, Georgia. The program included these classroom and practice experiences in psychology, sociology and human relations.

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Davis, Malcolm D. Arlington County Public Schools, Virginia: *Report of the Short-term Conference for School Administrators, November 18-19, 1966*. Arlington, Virginia, 28 p.

The Project for Facilitating Integration conducted a conference for school administrators entitled, "Educational Problems of Schools in Transition." A total of one hundred and twenty-seven administrators, including building principals, assistant principals, supervisors, directors, directors of guidance and superintendents, participated in the two-day conference which was held at The Arlie House, Warrenton, Virginia.

The primary focus of the conference was to help administrators deal effectively with various aspects of administrative problems incident to school desegregation and integration.

Department of Health, Education and Welfare, Washington, D.C. *Administrators' In-depth Seminars in Problems of Desegregation as They Relate to Large City Schools; Summaries of Seminar Discussions.* Los Angeles, California: Los Angeles City Schools, 1967. 101 p. ED 025 547

A series of seminars for Los Angeles school superintendents was held in 1967 and was addressed by various experts. Summarized are the following discussion sessions: (1) Robert J. Havighurst, "The Integration Crisis"; (2) Julian Samora, "The Spanish-Speaking People in the United States"; (3) Gordon Klopf, "Developing School Staffs"; (4) Ernesto Galarza, "Schools Faced with Multiplicity of Leadership"; and (5) James Farmer, "School Administration in the Negro Ghetto."

Department of Health, Education and Welfare, Washington, D.C. *Summer Institute of Psychological-Sociological Problems of School Desegregation; 80 School Administrators, Supervisors, Principals and Teachers in Ten Florida Counties.* Final Report. March 28, 1968. 14 p. ED 023 730

A six-week biracial summer institute for school personnel and a follow-up one-day symposium were devoted to increasing understanding of problems accompanying desegregation, changes in race relations patterns, and ways of solving psychological-sociological problems posed by desegregation. The participants recommended a clinical-diagnostic and individualized approach to teaching, with guidance services provided. Home visits by teachers are particularly important for disadvantaged Negro students entering formerly all-white schools to train children and families to care for property and develop "proper" values, and to take pride in home, school and community. Positive administrative leadership is also needed.

Planning Educational Change: Vol. IV. How Five School Systems Desegregated. Washington, D.C.: Office of Education (DHEW), 1969. 28 p. ED 030 218

This document contains case studies of school desegregation programs implemented in five school systems: Chapel Hill, North Carolina; Chattooga County, Georgia; Riverside, California; Rochester, New York; and Sherman, Texas. The case studies illustrate a variety of techniques and methods available for dealing with such recurring problems of school desegregation implementation of school-community relationships, teacher-pupil interaction, facilities utilization, transportation, teacher training, finance and educational innovations. Related documents are ED 030 216 and ED 030 217.

Planning Educational Change: Vol. 1. Technical Aspects of School Desegregation. Washington, D. C.: Office of Education (DHEW), 1969. ED 030 216

This guide describes specific steps and techniques for use in planning and implementing complete desegregation of school systems as prescribed by law. The appendix includes sample forms and maps for use in data collection and analysis and a list of sources for technical assistance in desegregation planning. Related documents are ED 030 217 and ED 030 218.

Project for the Inservice Preparation of Teachers for the Desegregation of Selected School Faculties Through the Implementation of Team Teaching. Technical Progress Report, April 1, 1967 through June 30, 1967. Chattanooga Public Schools, Tennessee, Washington, D. C.: Office of Education (DHEW), 1967. ED 024 737

Noar, Gertrude. *The Teacher and Integration.* Washington, D. C.: National Commission of Teacher Education and Professional Standards, 1966. 97 p. ED 029 056

This book prepared for college students and beginning teachers was designed to *help teachers develop confidence* that school integration can work and also to provide accurate information about, and practical suggestions for, teaching in integrated schools.

Taylor, Joseph H. *Summer Institute of Psychological-Sociological Problems of School Desegregation; 80 School Administrators, Supervisors, Principals and Teachers in Ten Florida Counties.*

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Final Report. Bethune-Cookman College, Daytona Beach, Florida (Department of Health, Education and Welfare, Washington, D.C.) March 1968. 14 p. ED 023 730

A six-week biracial summer institute for school personnel and a follow-up one-day symposium were devoted to increasing understanding of problems accompanying desegregation, changes in race relations patterns, and ways of solving psychological-sociological problems posed by desegregation. The participants recommended a clinical-diagnostic and individualized approach in teaching, with guidance services and positive administrative leadership provided.

U.S. Office of Education (DHEW), Washington, D.C. *Common Prejudices of Negroes and Whites: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-1969.* Evanston, Illinois: Community Consolidated Schools, District 65, 1968. ED 036 569

The product of two summer institutes to prepare teachers and administrators for school integration, this report contains a resource manual on "Common Prejudices of Negroes and Whites." For other helpful resource manuals, see ED 041 090, ED 041 983, ED 041 984, ED 041 985, ED 036 568, ED 036 569, ED 036 570, ED 036 571, ED 036 572, ED 036 573.

U.S. Commission on Civil Rights, Washington, D. C. *Schools Can Be Desegregated.* June 1967. 18 p. ED 019 341

This pamphlet notes some techniques for school desegregation. Elements common to successful desegregation. Most frequently used techniques are school pairing, central schools, school closing, magnet schools and supplementary centers, education complexes, and education parks. All these techniques rely on the enlargement of attendance zones. The pamphlet includes an annotated bibliography of publications which discuss techniques in use or planned by city school systems.

DOCUMENT AVAILABILITY

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